

# **Integrated Social Studies**

## **(U.S. History / Government)**

Ellsworth Adult Education  
Curriculum Development  
March 2005

## INTRODUCTION

This course is designed to help students become more informed citizens, responsible family members and more productive workers within their community. Students will acquire information about their voting rights and responsibilities as citizens, participate in developing classroom portfolios, and gain a better understanding of our government's foundation and world culture.

The curriculum is integrated to cover both Civics and U.S. History for two full credits. However, it may be used as a single credit in either subject area by selecting the appropriate lesson plans. Lesson plans may be added or altered at the discretion of the instructor. The learning styles and experiences of the students will help direct the way the course will progress within the classroom.

Please let us know about your successes and adaptations so that we might also benefit from your experiences.

We would like to thank and give special credit to Andy McMahan, Adult High School Completion Coordinator, for helping us to focus on the difficult task of restructuring our Adult Education curriculum to meet the challenges facing students in the 21<sup>st</sup> century. We would also like to give special credit to LeeAnn Allan, Virginia Wilbur and Marti Dayton for their unrelenting hours of service and dedication to this curriculum.

Robert L. Maddocks, Director  
Ellsworth Adult Education

Eileen S. Green, Asst. Director /ABE Coordinator  
Ellsworth Adult Education Learning Center

## COURSE OUTLINE

This Social Studies integrated curriculum is designed to satisfy two high school credits (U.S. History and Civics). It may be divided into two separate courses. (Please note that some lesson plans may be used in more than one unit.) The Maine State Learning Results covered in this curriculum are:

- A. 1, 2, 3 and 4.
- B. 1, 3, 4, 5 and 7.
- C. 1 and 3.
- D. 1 and 2.

Also, Equipped for the Future Standards covered by this curriculum includes, but is not limited to: Read With Understanding, Convey Ideas in Writing, Speak So Others Can Understand, Listen Actively, Observe Critically, Plan, Cooperate With Others, and Advocate and Influence.

**Prerequisites:** 1. TABE Reading Comprehension score of 8 or above.  
2. Completion of pre-assessment “Foundations of Constitutional Government” (enclosed in curriculum).

**Objective:** Students will acquire information about voting, citizen’s rights and responsibilities, and gain an understanding of our government’s foundation and world culture.

**Student Supplies:** Two notebooks (one for portfolio and another for homework), a calculator, and writing implements.

### Course Design:

Unit One: Civics and Government - This unit will inform students how to exercise their legal rights as a citizen, what it means to be considered an “active citizen,” and how to analyze and evaluate public policies. Students will also learn about constitutional principles and democratic foundations of national, state and local governments.

**Lesson Plans:** Foundations of Constitutional Government  
Geographic Impact of Movement.  
Citizen Responsibility  
John Marshall

Unit Two: History - This unit will help students to identify and recognize the relationship of events and people, and how the chronology of history and major events effect the human experience.

Lesson Plans:    Geographic Impact of Movement  
                          Free Trade: A Good Idea  
                          Historical Issues or Events  
                          Conflict and Cooperation

Unit Three: Geography - This unit will allow students to analyze the relationship between people and environments using geographic tools to derive information about people, places, regions and environments. They will understand the causes and effects of human behavior, patterns of populations, resources, cooperation and conflict and how these shape economic, political and cultural systems.

Lesson Plans:    Geographic Impact of Movement  
                          What is a Revolution?  
                          Conflict and Cooperation  
                          Civil Disobedience

Unit Four: Economics - This unit will guide students in applying basic economic concepts to governments and societies. Student will learn how trade agreements, distribution of wealth in local, regional and national world economies effect production, distribution, and consumption of resources.

Lesson Plans:    Free Trade: A Good Idea  
                          Fiscal Responsibility  
                          Civil Disobedience

## Resource List

### Book Publishers

Bingman, Beth and Stein. Results That Matter: An Approach to Program Quality Using Equipped for the Future. National Institute for Literacy, Washington, D.C. August 2001. <http://www.nifl.gov>

Bunting, Eve. The Wall. Houghton Mifflin Co. New York, NY 1990.

Davies, Ann. Making Classroom Assessment Work . . .for Learning. University of Maine Center for Adult Learning & Literacy, Orono, ME 2004  
<http://www.connect2learning.com>

Garcia and Michaelis. Social Studies for Children. Allyn and Bacon. Boston, MA 2001

Garcia and Michaelis. Selections from the NCSS Curriculum Standards to Accompany Social Studies for Children. Allyn and Bacon. Boston, MA 2002

Jacobson, Degener and Purcell-Gates. Creating Authentic Materials and Activities for the Adult Literacy Classroom. National Center for the Study of Adult Learning and Literacy, Boston, MA 2003. <http://ncsall.gse.harvard.edu>

Maine Department of Education. State of Maine Learning Results. Augusta, ME 2001. <http://www.state.me.us/education>

Southern Maine Partnership. Content Area Frameworks: Creating a bridge between Learning Results and the Classroom. University of Southern Maine 2002.  
<http://www.usm.maine.edu/smp>

Stein, Sondra. Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21<sup>st</sup> Century. National Institute for Literacy. Washington, D.C. 2001. <http://www.nifl.gov>

Ver Steeg, Clarence L. American Spirit. Allyn and Bacon, Inc. 1985

Wilson and Schiever. NEFE High School Financial Planning Program. National Endowment for Financial Education. Greenwood Village, CO. 2001.

### Web Sites Resources:

[http://www.crc4mse.org/ILS/self\\_test.html](http://www.crc4mse.org/ILS/self_test.html)

[http://www.education-world.com/a\\_lesson/03/lp313-03.shtml](http://www.education-world.com/a_lesson/03/lp313-03.shtml)

<http://www.faculty.uncfsu.edu/jibrooks/FRMS/rubricsrch.htm>

<http://www.graphic.org>

<http://www.maptasks.org>

<http://www.pbs.org/civilwar>

<http://www.ReadWriteThink.org>

<http://www.rubistar.4teachers.org>

<http://www.state.me.us/education/lalt/LAD>

## Student Information Sheet

Welcome to the Social Studies class!

This course is the equivalent of two credits for high school social studies.

It will meet on \_\_\_\_\_ at \_\_\_\_\_.

Location:

It is the student's responsibility to set this time aside each week and to complete any assignments given by the instructor during and after class sessions.

As a student, you should come to class prepared with appropriate materials and a desire to learn.

The learning center will provide each student with classroom space, materials and handouts, a course syllabus, assessment rubrics, and a positive learning environment that incorporates your learning style.

If you have any questions, your instructor can be reached at \_\_\_\_\_.  
The best time to call is between \_\_\_\_\_ and \_\_\_\_\_.



## INDEX OF LEARNING STYLES (ILS)

The *Index of Learning Styles* is an instrument used to assess preferences on four dimensions (active/reflective, sensing/intuitive, visual/verbal, and sequential/global) of a learning style model formulated by Richard M. Felder and Linda K. Silverman. The instrument is being developed by Barbara A. Soloman and Richard M. Felder of North Carolina State University.

Anyone who wishes to use the ILS is welcome to do so. The user should be aware of two important points:

1. The ILS is still under development and cannot be considered as having been validated. The results provide an indication of an individual's learning preferences and probably an even better indication of the preference profile of a group of students (e.g. a class), but they should not be over-interpreted.
2. A student's learning style profile provides an indication of probable strengths and possible tendencies or habits that might lead to difficulty in academic settings. The profile does **not** reflect a student's suitability or unsuitability for a particular subject, discipline, or profession. Labeling students in this way is at best misleading, and can be destructive if the student uses the label as justification for a major shift in curriculum or career goals.

---

To take the Index of Learning Styles go to the following website:

[http://www.crc4mse.org/ILS/self\\_test.html](http://www.crc4mse.org/ILS/self_test.html)

<b>Date:</b> 9/22/04	<b>Name:</b> Ellsworth Adult Education
<b>NRS Level:</b> Level 5/6	<b>Maine Learning Results:</b> C1
<b>Theme/Topic</b>	<b>Documents of our Democratic Government (Civics and Government)</b>
<b>Lesson Plan Title:</b>	<b>Foundation of Constitutional Government</b>
<b>Essential Understandings:</b>	<b>Students will become familiar with four essential documents that are part of our democratic government.</b>
<b>Learning Objectives:</b>	<b>Student will learn to recognize and identify different components of: The Articles of Confederation, The Declaration of Independence, The Bill of Rights and The United States Constitution.</b>
<b>EFF Tools Used:</b>	<b>Learn through Research, Take Responsibility for learning, Read with Understanding</b>
<b>Learning Activities</b>	<b>Read each quote and identify which document it belongs to. Read each quote carefully and interpret what it is saying. Using historical documents write and explain for three of the four documents how each was important in creating the constitutional government of the United States.</b>
<b>Tools/Resources</b>	<b>Copies of each of the four documents. Computers for writing and research. Copies of quotations. Copies of questions that are relevant to the assessment. Textbooks.</b>
<b>Assessment:</b>	
<b>Prior</b>	<b>Discuss the differences in the documents and how one document lead to another.</b>
<b>Ongoing</b>	<b>Use quizzes and knowledge bowl to ascertain learning. Jeopardy game board.</b>
<b>Closure:</b>	<b>Show video concerning the four documents. Have student work on PLATO doing activities that concern the four documents.</b>
<b>Follow up activities:</b>	<b>Students will create their own classroom Constitution including a Bill of Rights.</b>



# Foundations of Constitutional Government

The historical foundations of constitutional government in the United States go back hundreds, even thousands, of years. For example, the Roman Republic served as a model for our own republic and an inspiration to important historical figures like James Madison and Thomas Jefferson. England's Great Charter in 1215, or the *Magna Carta*, was the first time limits or restrictions were put on a King's power.

In more 'modern' times, the Articles of Confederation, the Declaration of Independence, the United States Constitution, and the Bill of Rights all contributed to the constitutional government we have today.

## Section 1: Selected Response

### Directions:

Below are ten quotes, each from one of the following sources:

- ⇒ *The Articles of Confederation*
- ⇒ *The Declaration of Independence*
- ⇒ *The United States Constitution*
- ⇒ *The Bill of Rights*

For each quote, identify which document it belongs to. Although some may seem to have more than one correct answer, read each quote carefully and consider what it is saying. Select only one answer for each quote. Clearly write your choice on the line provided.



1. *The right of the people to be secure in their persons, house, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but on probable cause ...*  

---
2. *When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another ... they should declare the causes which impel them to the separation.*  

---
3. *Every Bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a Law, be presented to the President of the United States; If he approves he shall sign it, but if not he shall return it with his Objections ...*  

---
4. *Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof ...*  

---
5. *A [ruler] whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.*  

---
6. *The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the term of four Years ...*  

---
7. *The states enter into a firm league of friendship with each other, for their common defense, the security of their Liberties, and their mutual and general welfare.*  

---
8. *The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish.*  

---
9. *For the more convenient management ... delegates shall be annually appointed in such a manner as the legislature of each state shall direct.*  

---

*10. Representatives and direct Taxes shall be [determined] by adding to the whole Number of free Persons, and ... three fifths of all other Persons.*

---

*11. That whenever any Form of Government becomes destructive ..., it is the Right of the People to alter or to abolish it, and to institute new Government ... [that is] most likely to effect their Safety and Happiness.*

---

*12. The United States in Congress assembled shall also be the last resort on appeal in all disputes and differences now [existing] or that may arise between two or more States ...*

---

*13. A well regulated militia, being necessary to the security of a free state ... shall not be [dissolved].*

---

*14. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not expressly delegated to the United States...*

---

*15. In every state of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury.*

---

*16. The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.*

---

*17. All legislative Powers ... shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.*

---

## Section 2: Short Constructed Response

### Directions:

For **THREE** of the four documents below, explain how each was important in creating the constitution government that we have today in the United States. Be sure to describe how the historical document influenced or contributed to the government we have today. **SELECT ONLY THREE!**

**1. How was the *Articles of Confederation* important in creating a United States constitutional government?**

---

---

---

---

---

---

---

---

---

---

**2. How was the *Declaration of Independence* important in creating a United States constitutional government?**

---

---

---

---

---

---

---

---

---

---

**3. How was *The United States Constitution* important in creating a United States constitutional government?**

---

---

---

---

---

---

---

---

---

---

**4. How was the *Bill of Rights* important in creating a United States constitutional government?**

---

---

---

---

---

---

---

---

---

---

**To Exceed the Standards:**

Evaluate all four documents (The Articles, Declaration of Independence, United States Constitution, and Bill of Rights). On a separate piece of paper, judge or evaluate which document was the most important in securing a constitutional government for the United States. *State the criteria you used to make your decision and how the specific document you chose compared to the three others.*

## Foundations of Constitutional Government

## 9-12 Social Studies

Criterion ↓ Content Standard & Performance Indicator	1  Does Not Meet Standards	2  Partially Meets Standards	3  Meets Standards	4  Exceeds Standards
<b>Civics and Government</b> <b>C. Fundamental Principles of Government and Constitutions #1.</b> Students will be able to explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).  <b>Internal Score Points:</b> <i>Each selected response (matching) is worth 1 point; each short constructed response is worth 4 points w/a total of 29 points.</i>	For Section 1, less than 9 selected response questions are answered correctly; <b>or</b> in Section 2, one or none of the short constructed response items partially explain <u>how the historical document influenced or contributed</u> to the constitution government that exists in the United States today; there may be major misconceptions.	For Section 1, 16-17 selected response questions are answered correctly; <b>or</b> for Section 2, three short constructed response items are accurate, and each explains <u>how the historical document influenced or contributed</u> to the constitution government that exists in the United States today.  <b>-- OR --</b> For Section 1, at least 9 selected response questions are answered correctly; <b>and</b> for Section 2, two or three short constructed response items partially or fully explain <u>how the historical document influenced or contributed</u> to the constitution government that exists in the United States today; there may be minor omissions or misconceptions.	For Section 1, 16-17 selected response questions are answered correctly; <b>and</b> for Section 2, three short constructed response items are accurate, and each explains <u>how the historical document influenced or contributed</u> to the constitution government that exists in the United States today.	The evidence meets the criteria of a 3; and the response (to exceed the standard) evaluates all four documents, including the criterion used, then chooses and (accurately) supports which document was the most important in securing a constitutional government for the United States.

**NS (Not Scoreable) is considered a score and is assigned to student work for one of the following reasons:**

- No evidence is available – no response, blank
- Student work is illegible
- Student work is completely off task

**Answer Key:**

1. The Bill of Rights (Amendment IV)
2. The Declaration of Independence (§ 1)
3. The United States Constitution (Article I, Sec 7, Clause 2)
4. The Bill of Rights (Amendment I)
5. The Declaration of Independence (§ 30)
6. The United States Constitution (Article II, Sec 1, Clause 1)
7. The Articles of Confederation (Article III)
8. The United States Constitution (Article III, Sec 1)
9. The Articles of Confederation (Article V)
10. The United States Constitution (Article I, Sec 2, Clause 3)
11. The Declaration of Independence (§ 2)
12. The Articles of Confederation (Article IX)
13. The Bill of Rights (Amendment II)
14. The Articles of Confederation (Article II)
15. The Declaration of Independence (§ 30)
16. The Bill of Rights (Amendment X)
17. The United States Constitution (Article I, Section 1)



# Foundations of Constitutional Government

## Assessment Notes

Revised – June 2004

**Grade Span:** 9-12

**Assessment Type:** Bundle

**Learning Results:** Civics and Government C.1

**Civics and Government C. Fundamental Principles of Government and Constitutions** Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

#1. Students will be able to explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).

**Assessment Description:**

Students read quotes from four documents (Articles of Confederation, Declaration of Independence, Constitution of the United States, and the Bill of Rights) and identify where each quote comes from. Students will then choose to answer the following prompt for three of the four documents:

*How was document X important in creating a United States constitutional government?*

**Materials and Resources:**

Articles of Confederation –

[http://encarta.msn.com/encyclopedia\\_761567227/Articles\\_of\\_Confederation.html](http://encarta.msn.com/encyclopedia_761567227/Articles_of_Confederation.html)

The Declaration of Independence –

<http://www.law.indiana.edu/uslawsdocs/declaration.html>

United States Constitution – <http://www.house.gov/Constitution/Constitution.html>

The Bill of Rights – <http://lcweb2.loc.gov/const/bor.html>

**Suggested Timeframe:**

After extensive instruction is complete (a full unit that includes at least those topics under “Suggestions for Prior Instruction”), the suggested time for *completion of the assessment* is one class period.

**Suggestions for Prior Instruction:**

Students will read important parts of the four documents listed above

Students will know and understand the underlying, conceptual purpose of each of the four documents

Students will have an understanding of the chronology of colonial management and early United States Government

*Additional content, concepts or strategies?*

**Source of Assessment:** MDOE 2003-2004 Assessment Development

**Date: 9/29/04**

**Name: Ellsworth Adult Education**

**NRS Level: Level 5/6**

**Maine Learning Result: D2, C1, A1, B1**

**Theme/Topic**

**Current Events and How Topography Effects these Events.  
(Civics and Government, History, Geography)**

**Lesson Plan Title:**

**Geography: Impact of Movement**

**Essential Understanding:**

**Students will understand how geography affects the lives of people and their environments.**

**Learning Objectives**

**Students will identify a current human Or environmental challenge or major world events that is taking place. Students will be able to report on how Some physical and cultural features Affect the challenge or major event.**

**EFF Tools Used:**

**Read with understanding, Use information and communication, Convey idea in writing, take responsibility for learning.**

**Learning Activities**

**Develop a map of their region. Research their region for cultural and geographic impact. Prepare an oral report on their findings. Predict how the challenge will affect the region and the world. Interview an ESL student who lives in the area. (if possible)**

**Tools/Resources**

**Maps, Computers, Books, Globes, Video, and TV.**

**Assessment Prior**

**Practice using maps and globes  
Evaluate credible resource materials  
Talk about historical examples:  
Immigration, slave trade, advent of auto, and railroad.**

**Ongoing**

**Use Rubric to evaluate written and oral reports.**

**Closure:**

**Taping students giving oral reports and playing them back. Showcase maps and reports for others to see and use.**

**Follow up:**

**Talk about how prediction may play out in the future.**

### Impact of Movement

Geography is more than where things are located. Geography affects the lives of people and the environment. The spread of beliefs and technologies, trade, and migration of people and other organisms are some examples of the movement theme in geography. In this assessment you will research and write a report to explain the impact of movement on a selected place or region.

#### Directions

1. Select a place or region.
2. Identify a current human or environmental challenge/major world event in that region.
3. Have your challenge/major world event approved by your teacher.
4. Research the challenge/major world event and its impact on the place or region.
5. Form a hypothesis to explain how movement contributed to the challenge/major world event.
6. Prepare a report (with citations and/ or a bibliography). The report will include:
  - Identification of the challenge/major world event you selected.
  - Your hypothesis to explain how the challenge/major world event developed.
  - The contribution of movement to development of the challenge/major world event.
  - Explanation of how some physical and cultural features of the place or region were affected by the challenge/major world event.
  - Your predictions about the future of the challenge/major world event and its future impact on the place or region.
  - A map (you may construct your own) used to support at least one of the following:
    - Your hypothesis
    - Your explanation of the impact of the challenge/major world event on the place or region
    - Your predictions

#### Extension:

Were you able to thoroughly develop your report with insightful observations about the future of your selected place or region? Did your map(s) help you in providing compelling evidence to support the explanations? Did you go beyond by exploring a wide range of historical materials (documents, images, library sources, Internet sources) in the process of preparing your report?

## Impact of Movement

### Teacher Notes

**Description:**

Students consider how the movement of ideas, goods, people and other living things impact people and the environment. They do this by selecting a location and researching a human or environmental challenge in that location. The product will be a report that contains an explanation of how the challenge evolved, paying particular attention to the effect of movement. In their report, students will also explain the cultural and physical impact of the challenge on the location and predict how the challenge may impact the location in the future. A map(s) will be included in the report and used in one or more of the explanations.

**Maine's Learning Results:**Non-Crosscutting Standard:

Civics and Government: D. International Relations: #2 Trace the development of a current major world event and predict the possible outcomes.

Geography: B. Human Interaction with Environments: #1: Explain factors which shape places and regions over time (e.g., physical and cultural factors).

Crosscutting Standard:

Geography: A. Skills and Tools: #1: Use mapping to answer complex geographic and environmental problems.

History: C. Historical Inquiry, Analysis and Interpretation: #1: Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.

**Suggested Time Frame:**

One week depending on the length of class periods

**Suggestions for Prior Instruction:**

- Practice in the use of maps and globes to locate and derive information.
- Define terms: historical hypothesis, prediction, geography movement.
- Practice evaluating the credibility of resource materials.
- Practice identifying challenges/major world events related to movement of people, goods or ideas. Some historical examples that might help them think of current examples might include: the African slave trade, immigration, air travel, advent of the automobile, military events.
- Become familiar with report writing, citations and correct bibliography format.

**Resources / Websites**

Students' topics will dictate individual selections of resources.



# MAP

Maine Assessment Portfolio  
Supporting teachers in assessing Maine's Learning Results.

9-12  
Social Studies

## Impact of Movement SCORING GUIDE

SCORING CRITERIA	1 attempted demonstration (little evidence)	2 partial demonstration (some evidence)	3 proficient demonstration (evidence meets standards)	4 sophisticated demonstration (evidence exceeds standards)
Geography: A: Skills and Tools: #1: Use mapping to answer complex geographic and environmental problems.  Source of Evidence: Report and map(s)	Report is lacking an appropriate map(s) and/or the explanation is unclear, vague and/or faulty.	Appropriate map(s) are included with the report but the explanation is vague in places or not consistently clear.	Appropriate map(s) are included in the report and effectively used to explain at least one of the following report components: hypothesis, impact on place or region, and/or predictions.	Appropriate map(s) are included in the report and effectively used to explain two or more of following report components: hypothesis, impact on place or region, and/or predictions. The explanation is insightful and rich with details.
Geography B Human Interaction with Environments: #1 Explain factors which shape places and regions over time.  Source of Evidence: report	Report contains little or no explanation of how some physical and cultural features of the place or region were affected by the challenge/major world event.	Report contains a vague explanation of how some physical and cultural features of the place or region were affected by the challenge/major world event. Some parts of the explanation are unclear.	Report contains a clear and accurate explanation of how some physical and cultural features of the place or region were affected by the challenge/major world event.	Report contains a sophisticated and accurate explanation of how some physical and cultural features of the place or region were affected by the challenge/major world event. The explanations are insightful and rich with details.



Impact of Movement **SCORING GUIDE**

<b>SCORING CRITERIA</b>	<b>1 attempted demonstration (little evidence)</b>	<b>2 partial demonstration (some evidence)</b>	<b>3 proficient demonstration (evidence meets standards)</b>	<b>4 sophisticated demonstration (evidence exceeds standards)</b>
History: C: Historical Inquiry, Analysis and Interpretation: #1: Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue and to make predictions about the future of the issue. Source of Evidence: report and bibliography	Hypothesis is weak or missing. Credible historical materials may or may not be cited.	Some use of credible historical materials to form a hypothesis about the challenge/ major world event and the place or region with possible (minor) errors.	Proficient use of credible historical materials to form a hypothesis about the challenge/ major world event and the place or region.	Sophisticated use of a wide range of credible historical materials to form a hypothesis about the challenge/ major world event and the place or region.
Civics and Government: D. International Relations: #2. Trace the development of a current major world event and predict the possible outcomes.  Source of Evidence: Report	Report contains minimal or no explanation of the development of a challenge/major world event and either lacks a prediction or includes a prediction that is weak and unclear. Explanation and/or prediction are weak in use of detail.	Report partially explains the development of a challenge and makes a prediction of how the challenge/major world event might impact the place or region in the future. The explanation and prediction are somewhat clear but may lack adequate detail.	Report explains the development of a challenge and includes at least one clear and logical prediction of how the challenge/major world event might impact the place or region in the future. Proficient use of details is evident for explanation and the prediction.	Report clearly explains the development of a challenge and includes several clear and logical predictions of how the challenge/major world event might impact the place or region in the future. The explanation and prediction are insightful and rich in detail.

**Date: 11/7/04**

**Name: Ellsworth Adult Education**

**NRS Level: Level 5/6**

**Maine Learning Result**

**Theme/Topic**

**Is Trade Really Free?**

**Lesson Plan Title:**

**Free Trade Agreement  
(History, and Economics)**

**Essential Understandings:**

**Student will develop an understanding  
Of the patterns and results of  
International trade.**

**Learning Objectives:**

**Students will be able to demonstrate an  
Understanding that a nation has a  
Competitive advantage when it can  
Produce a product at a lower cost than  
Its trading partners.  
Students will be able to evaluate the  
Effect on international trade of domestic  
Policies which either encourage or  
discourage exchange of goods and  
services.**

**EFF Tools Used:**

**Read with understanding, convey ideas  
in writing, reflect and evaluate,  
research.**

**Learning Activities:**

**You have been asked by Senator Collins  
and Snowe to study the issue of free  
trade and write an Advisory Report  
outlining your recommendations.  
Choose a nation that has little or no  
trade with the United States.  
(Mozambique)(Chad)or others.  
After selecting a nation gather some  
background information on the  
government, economy, foreign policy,  
history, culture, human rights, etc.  
Using the outline given develop a  
Advisory Report for Senator Snowe and  
Collins.**

**Tools and Resources:**

**Internet, Encyclopedia, Economic text  
books, History text books, documents  
Dealing with trade issues.**



**Assessments:**

**Prior:**

**Discuss what branches of government deal with which trade issues (i.e. Local, State or Federal). Determine what the Students know about the World Trade Center in New York City and what happens there.**

**Ongoing:**

**Ask student to present to the class a Power Point presentation of their finding on the country they chose.**

**Closure:**

**Use a debate to determine what the students have learned and how they will defend their country developing trade with the United States.**

**Follow Up:**

**Lesson or Activities:**

**Students will look up policy's of trade with other nations and decide if we are In a good agreement with that nation And what the nation has to offer us in Relation to goods and services.**

## COMPETITIVE ADVANTAGE: MAKING IT ON THE CHEAP



A great deal of controversy is generated whenever a proposal is made for free trade between nations. This is especially true when there is tension between nations. For example, Japan and the United States following World War II, Cuba and the United States since the 1960s, and Iraq and the United States during the past 15 years.

As an economist living in Maine, you have been asked by both Senators Snowe and Collins to study the issue of free trade. The Senators are expecting an Advisory Report in which you make recommendations about a free trade policy between the **United States** and **a nation that currently has little or no trade with our nation.**

You should begin your research with some background information on the nation you choose (for example government, economy, foreign policy, history, culture, human rights, etc.).

## **Advisory Report**

Prepared for Senators Olympia Snowe and Susan Collins

(Use the following headings to organize your Advisory Report)

### **Current Trade Relations**

1. Briefly summarize the current United States foreign policy with the nation you chose.
2. Briefly summarize the current United States economic policy with the nation you chose.

### **The Influence of Competitive Advantage**

3. Describe the possible impact of increased trade. *Specifically* include how either (or both) nation(s) might benefit from trade **through competitive advantage**.

### **The Influence of Domestic Policies**

4. Evaluate the effect of each nation's domestic policies (which may include laws, constitutions, political processes, economies, cultural beliefs, etc.) on the possible trade agreement. **Make judgments and conclusions** about the impact of each country's domestic policies on a potential new trade agreement.

### **Recommendations:**

5. Based on the information you've given above, make a recommendation that the two Senators either support or defeat proposals in the Senate to negotiate a trade agreement with this foreign nation. Specifically include an explanation of the potential **benefits and conflicts** resulting from a new trade agreement between these two nations.

### **Sources**

6. Be prepared to provide an accurate list of sources so the Senators can refer back to them if further information is needed.

### **To Exceed the Standards:**

Much of your *Advisory Report* rests on the concepts and ideas of competitive advantage, the influence of domestic policies on international trade, and the cultural patterns resulting from international trade.

So that the Senators may use your report's recommendations to begin a debate on the Senate floor (either for or against the trade agreement), include a final section to the report titled "summary arguments". This section should make generalizations connecting competitive advantage, the influence of domestic policies on international trade, and the cultural patterns resulting from international trade. Think of these as broad statements about the three concepts and ideas, that go beyond this specific example and can be applied to all areas of international trade. You may wish to cite economic or historical examples to show that your generalizations are in fact accurate and reliable.

## MAKING IT ON THE CHEAP DRAFT SCORING GUIDE

## LAD 9-12 SOCIAL STUDIES

Criteria ↓ Standard & Performance Indicator	1  Does Not Meet Standards	2  Partially Meets Standards	3  Meets Standards	4  Exceeds Standards
<p>Economics D- International Trade and Global Interdependence 1. Demonstrates an understanding that a nation has a competitive advantage when it can produce at lower cost than its trading partner.</p> <p><b>Source of Evidence:</b> Advisory Report #3</p>	<p>The report:</p> <ul style="list-style-type: none"> <li>Describes no possible impact of increased trade, <b>or</b></li> <li>Includes no benefit for either nation from trade <b>through competitive advantage, or</b></li> <li>Has major errors, omissions, or misconceptions.</li> </ul>	<p>The report:</p> <ul style="list-style-type: none"> <li>Partially describes the possible impact of increased trade, <b>and/ or</b></li> <li>Includes how either (or both) nation(s) might benefit from trade <b>through competitive advantage.</b></li> </ul>	<p>The report:</p> <ul style="list-style-type: none"> <li>Describes the possible impact of increased trade, and</li> <li>Specifically shows how either (or both) nation(s) might benefit from trade <b>through competitive advantage.</b></li> </ul>	<p>The report meets the criteria of a 3; in addition it makes and supports generalizations about competitive advantage, using other economic examples or economic principles to support the generalization.</p>
<p>Economics D- International Trade and Global Interdependence 2. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services.</p> <p><b>Source of Evidence:</b> Advisory Report #4</p>	<p>The report:</p> <ul style="list-style-type: none"> <li>Makes no rational judgments and conclusions (evaluates) about the impact of either country's domestic policies on a potential new trade agreement, <b>or</b></li> <li>Has major errors, omissions, or misconceptions.</li> </ul>	<p>The report:</p> <ul style="list-style-type: none"> <li>Makes some rational judgments and conclusions (evaluates) about the impact of each country's domestic policies on a potential new trade agreement, <b>and/ or</b></li> <li>Makes rational judgments and conclusions on the impact of domestic policies for only one country.</li> </ul>	<p>The report:</p> <ul style="list-style-type: none"> <li>Makes rational judgments and conclusions (evaluates) about the impact of each country's domestic policies on a potential new trade agreement.</li> </ul>	<p>The report meets the criteria of a 3; in addition it makes and supports generalizations about international trade and global interdependence, using other historic examples or economic principles to support the generalization.</p>

Criteria ↓ Standard & Performance Indicator	1  Does Not Meet Standards	2  Partially Meets Standards	3  Meets Standards	4  Exceeds Standards
History B – Historical Knowledge, Concepts, and Patterns. 7. Explain the benefits and conflicts resulting from encounters among cultures.  <b>Source of Evidence:</b> Advisory Report #5	The report: <ul style="list-style-type: none"> <li>Gives little or no explanation of the potential benefits and conflicts resulting from a new trade agreement between these two nations, <b>and/ or</b></li> <li>Has major errors, omissions, or misconceptions.</li> </ul>	The report: <ul style="list-style-type: none"> <li>Gives a partial explanation of the potential benefits and conflicts resulting from a new trade agreement between these two nations, <b>and/ or</b></li> <li>Explains only benefits or conflicts.</li> </ul>	The report: <ul style="list-style-type: none"> <li>Gives a rational, supported explanation of the potential benefits and conflicts resulting from a new trade agreement between these two nations.</li> </ul>	The report meets the criteria of a 3; in addition it makes and supports generalizations about cultural patterns resulting from international trade, using other historical examples or economic principles to support the generalization.

**NS (Not Scoreable) is considered a score and is assigned to student work for one of the following reasons:**

- No evidence is available – no response, blank
- Student work is illegible
- Student work is completely off task

# COMPETITIVE ADVANTAGE: Making it on the Cheap

## Assessment Notes

Revised – June 2004

**Grade Span:** 9-12

**Assessment Type:** Reasoned Persuasion

**Maine Learning Results:** Economics D-1, D-2 and History B-7

### **Economic Standard D-International Trade and Global Interdependence-**

Students will understand the patterns and results of international trade.

**Performance Indicator 1-**Students will be able to demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.

**Performance Indicator 2:** Students will be able to evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services.

**History Standard B-Historical Knowledge, Concepts, and Patterns –** Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

**Performance Indicator 7 –**Students will be able to explain the benefits and conflicts resulting from encounters among cultures.

### **Assessment Summary:**

Students pose as an economists working for a United States Senator. They prepare an advisory report to the Senator with recommendations regarding free trade between the United States and one other nation of the student's choice.

### **Materials and Resources:**

Student instructions and rubric

Library resources (teacher may pre-select)

Internet resources (teacher may bookmark or give suggested list)

CIA World Fact Book @ <http://www.cia.gov/cia/publications/factbook/>

### **Suggested Timeframe:**

After extensive instruction is complete (a full unit that includes at least those topics under "Suggestions for Prior Instruction"), the suggested time for *completion of the assessment* is one to two class periods but may vary depending on curriculum, student learning styles or out of class research and writing.

**Suggestions for Prior Instruction:**

Students will know and be able to use the following:

Absolute advantage, competitive advantage, opportunity cost, scarcity, and interdependence

*STUDENTS MUST UNDERSTAND AND BE ABLE TO GIVE SEVERAL EXAMPLES OF COMPETITIVE ADVANTAGE FOR VARIOUS NATIONS AROUND THE WORLD*

Students will know and understand the arguments for and against free trade

Students will have prior knowledge of modern United States economic policy

Students will have prior knowledge of modern United States foreign policy

Students will practice or have prior experience in efficient researching skills

Students will practice the cognitive skill of evaluation.

**Source of Original Assessment:**

CSSAP, Adapted by Local Assessment Development



<b>Date: 9/22/04</b>	<b>Name: Ellsworth Adult Education</b>
<b>NRS: Level: Level 5/6</b>	<b>Maine Learning Result: B4,B3, C1, C3</b>
<b>Theme/Topic</b>	<b>History in Geography</b>
<b>Lesson Plan Title:</b>	<b>Historical Issue or Event (History)</b>
<b>Essential Understandings:</b>	<b>Shows an understanding of different issues or events supported by historical Narratives and geographic tools.</b>
<b>Learning Objectives</b>	<b>The student will be able to show how Historical narratives and geographic Tools are used to support different Views of issues or events.</b>
<b>EFF Tools Used:</b>	<b>Read with understanding, Observe Critically, Solve Problems and Make Decisions, Learn Through Research</b>
<b>Learning Activities</b>	<b>Look up Platforms for Democratic Convention Compare and Contrast Issues Dealing With – War, Education, Family Values, And Medical Research</b>
<b>Tools/Resources:</b>	<b>Magazine, Newspaper, TV, Radio, Local Speakers</b>
<b>Assessment Prior:</b>	<b>Class or small discussion on what is Currently happening on Democratic Convention</b>
<b>Ongoing</b>	<b>Active use of discussions and Portfolios</b>
<b>Closure:</b>	<b>Have students present portfolio Give essay test over class discussion Materials</b>
<b>Follow up Lessons/Activities</b>	<b>Follow up by drawing a map of US depicting the electoral votes</b>

## Themes and Perspectives

Write a constructed response that

- Shows an understanding of enduring themes in social studies,
- Shows an understanding that historians often have different opinions/points of view about the same issue or event, and
- Supports a hypothesis with historical narratives and geographic tools.

### Directions:

- A. Select an (recent or historical) event that demonstrates an enduring theme in social studies.
- B. Evaluate<sup>1</sup> the competing narratives/ primary sources within this task.
- C. Look carefully at the geographic tools within this task – think about how they apply to your issue or event.
- D. Based on your evaluation of the competing narratives and the geographic tools, form a hypothesis (a thesis statement with support or topic and personal position on this topic) to explain how and why the historical event occurred.
- E. In your essay:
  1. Clearly state your hypothesis.
  2. Support your hypothesis with:
    - a. Clear and specific examples from the competing narratives.
    - b. Clear and specific examples from the geographic tools.
  3. Clearly state the enduring theme and tell why the issue or event is a good example of the theme.
  4. Predict the future impact of this issue or event.

### Extensions:

Were you able to:

- Connect your issue or event to more than one enduring theme?
- Connect your issue or event to another similar issue(s) or event(s) that is significant to our world (think about the hypothesis or prediction and geographic implications)?
- Justify which narrative is more accurate using strong supporting details?

---

<sup>1</sup> Evaluate means to judge the value of material for a given purpose, to given and defend *your opinion* based on *defined criteria or standards*. For this task, you should point out the strengths and weaknesses of *each* narrative and convince others of its worth or accuracy.

## Themes and Perspectives

### Optional Student and Teacher Resource Page Suggested list of Enduring Themes in History

1. beneficial or harmful effects of technology  
good or bad things caused by tools, machines, etc.
2. beneficial or harmful effects of the media  
good or bad things caused by TV, radio, magazines, newspapers, etc.
3. individualism, kinship, communalism, nationalism, or globalism  
focusing on what's good for an individual, a family, a community, a nation, or the world
4. self-interest or altruism as a motive for behavior  
focusing on what's good for you or what's good for others
5. beneficial or harmful effects of nature  
good or bad things from nature or caused by nature
6. environmental preservation or deterioration  
the environment being saved or destroyed
7. new or traditional gender roles  
new or old activities and ways of behaving for males and females
8. new or traditional social institutions (family, religion, education)  
new or old activities and ways of operating for families, religions, schools, etc.
9. cultural diversity or cultural unity  
everyone's culture being the same or many different cultures
10. racial and cultural conflict or cooperation  
different races and cultures working together or working against each other
11. governmental involvement or non-involvement in the economy  
the government being involved or not in money matters
12. governance by a few or by many  
decisions being made by a few people or many people
13. limitation or expansion of democracy and democratic rights  
people having more or less control of their government and more or less freedom
14. local, state, national, or international power and authority  
different levels of society being in control
15. legislative, executive, or judicial power and authority  
different branches of government being in control
16. violent or non-violent methods of solving complex problems  
fixing problems by using force and physically hurting others or not
17. ethical/moral action and justice or unethical/immoral action and injustice  
something being right and fair or not
18. population movement or stability  
people moving or staying put
19. new or traditional economic activities and work  
new or old ways of working and making money
20. economic improvement or decline  
the money situation getting better or getting worse
21. physical comfort and safety or deprivation and danger  
having enough or not having enough food, shelter, safety, and comfort

## Themes and Perspectives

- 22. equal or unequal distribution of wealth
  - people having the same or different amounts of money and property
- 23. economic conflict or cooperation
  - working together or against each other on things related to money
- 24. ideological conflict or cooperation
  - sets of beliefs and ideas working together or working against each other
- 25. beneficial or harmful effects of spiritual beliefs and religion
  - good or bad things caused by spirituality and religion
- 26. improvement or decline of leisure and recreational life
  - what people do for fun, relaxation, and entertainment getting better or worse

Adapted from: *Translations of the Enduring Issues in Social Studies, 1996*: John Newlin, Michael Carter, Glenn Cummings



## Themes and Perspectives SCORING GUIDE

SCORING CRITERIA ↓	1 attempted demonstration (little or no evidence)	2 partial demonstration (some evidence)	3 proficient demonstration (evidence meets standards)	4 sophisticated demonstration (evidence exceeds standards)
History B. Historical Knowledge, Concepts, and Patterns #4: Demonstration an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice)	The response shows little understanding of an enduring theme appropriate for the issue or event; there is little or no accurate support.	The response shows some understanding of an enduring theme appropriate for the issue or event; it may lack supporting details from the narrative or historical research.	The response shows an understanding of an enduring theme appropriate for the issue or event; it is supported by details from the narratives or historical research.	The response meets the criteria of a 3; AND shows a sophisticated understanding of enduring themes by connecting two or more enduring themes to the issue or event.
History C. Historical Inquiry, Analysis and Interpretation #1: Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.	<ul style="list-style-type: none"><li>• The response shows a limited evaluation and use of narratives to form a hypothesis (thesis) AND/ OR makes limited predictions about the future of the issue/ event.; there may be major errors, faulty reasoning, or omissions.</li></ul>	<ul style="list-style-type: none"><li>• The response shows some evaluation and use of historical narratives to form a hypothesis (thesis), AND makes some (limited) predictions about the future of the issue/ event. -- OR --</li><li>• shows evaluation and use of historical narratives to form a hypothesis/ thesis OR makes predictions about the future of the issue/ event.</li></ul> <p>There may be minor errors or omissions.</p>	<ul style="list-style-type: none"><li>• The response shows evaluation and use of historical narratives to form a hypothesis (thesis), AND makes predictions about the future of the issue/ event.</li></ul>	The response meets the criteria of a 3; AND shows sophisticated skills in historical inquiry. Student connects the hypothesis and/ or prediction to similar issues or events; or shows a novel/ insightful approach to the skill.

Sophisticated- Demonstrating a higher cognitive demand for the indicator, applying skills or concepts in a novel way, and/ or making generalizations about the concept or them.



## Themes and Perspectives SCORING GUIDE

SCORING CRITERIA ↓	1 attempted demonstration (little or no evidence)	2 partial demonstration (some evidence)	3 proficient demonstration (evidence meets standards)	4 sophisticated demonstration (evidence exceeds standards)
History C. Historical Inquiry, Analysis & Interpretation #3: Compare competing historical narratives by contrasting different historians' perspectives, beliefs, and point of view in order to demonstrate how these factors contribute to different interpretations.	The response shows little skill of historical analysis; it mentions only one narrative/ point of view/ perspective; there may be major errors or omissions.	The response shows some skill of historical analysis by mentioning both narratives, but may lack examples and details from the two narratives.  There may be minor errors or omissions.	The response shows the skill of historical analysis by supporting the hypothesis with the two competing points of view. AND uses examples and details from the two narratives.	The response meets the criteria of a 3; AND shows sophisticated skill of historical analysis by justifying which narrative is more accurate.
Geography A. Skills and Tools #2: Appraise the ways in which maps reflect economic, social and political policy decision- making.	The response shows little analysis; it may reference one or more of the provided geographic tools; there may be major errors or omission.	The response uses some analysis of the provided geographic tools for the hypothesis, but may lack specific examples and details from the geographic tools.	The response uses clear analysis of the provided tools and uses specific examples and details to support the hypothesis.	The response meets the criteria of a 3; AND shows a sophisticated analysis of the provided geographic tools. Students connect the economic, social or political decisions in this issue/ event too similar issues or events.

Sophisticated- Demonstrating a higher cognitive demand for the indicator, applying skills or concepts in a novel way, and/ or making generalizations about the concept or them.

## Themes and Perspectives

### TEACHER NOTES

#### Students will:

- Select a historical issue or event and evaluate two competing narratives focused on that issue or event
- Identify an enduring theme that is demonstrated by the issue or event.
- Evaluate the geographic tools (maps, data charts, tables, etc., minimum of two) provided by the teacher that support the issue or event.
- Form a hypothesis that best explains how and why the historical event occurred, based on the evaluation of the historical narratives and assessment of the geographic tools.
- Predict the future impact of the historical event using logical, well supported details and support.

#### Teachers will:

- Provide two competing narratives (primary sources, historical excerpts) that show opposing view points of a single issue or event.
- Provide several (a minimum of two) geographic tools that support/ give information about the issue or event.

#### Maine's Learning Results:

##### Non-Crosscutting Standard:

**History: B. Historical Knowledge, Concepts and Patterns:** #4: Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

##### Crosscutting Standards:

##### **History: C. Historical Inquiry, Analysis and Interpretation:**

#1: Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.

#3: Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and point of view in order to demonstrate how these factors contribute to different interpretations.

#### Materials and Resources:

\*Two or more teacher supplied narratives with different points of view on the same event.

\*List of enduring issues/themes in history.

- Maps related to the historical event.
- <http://www.studentsfriend.com/index.html> Ideas and rationale for combining the teaching of history and geography. National Geography Standards are on this site as well.

## Themes and Perspectives

- <http://www.sscnet.ucla.edu/nchs/standards/thinking5-12.html>- explanation and rationale for using historical narratives.
- <http://www.archives.gov/> Source for original document images and ideas for analyzing documents.
- [http://www.lib.utexas.edu/maps/map\\_sites/hist\\_sites.html](http://www.lib.utexas.edu/maps/map_sites/hist_sites.html) source for examples of historical maps.
- <http://memory.loc.gov/ammem/gmdhtml/gmdhome.html> Library of Congress map collection.

### Suggestions for Prior Instruction:

- An introduction to concept of “enduring themes” - a suggested list is attached.
- Define historical issue and/ or event - ***the definition can include recent events as well as events that occurred long ago.***
- Define historical narrative - an author’s account of an event.
- Prior experience evaluating competing historical narratives.
- Define historical hypothesis (differentiating it from a scientific hypothesis).
- Prior experience using historical narratives to form and support historical hypotheses/ thesis.
- Prior experience projecting the impact of historical events on future events.
- Prior experience writing structured response, analytical essays.

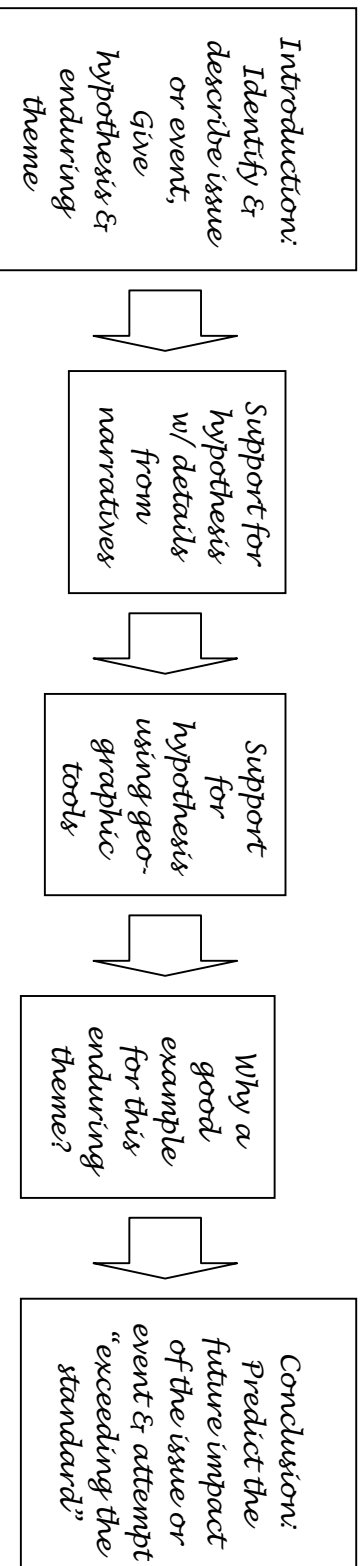
Teachers may wish to provide students with a graphic organizer. A sample one is provided on the next page.





## Themes and Perspectives SCORING GUIDE

### THEMES & PERSPECTIVES SAMPLE GRAPHIC ORGANIZER



**Date:** 12/2/04

**Name:** Ellsworth Adult Education

**NRS Level:** Level 5/6

**Maine Learning Results:** A2, A4, and B5

**Theme or Topic**

**The Role of the Media and Public Opinion**

**Lesson Plan Title:**

***“The Wall” by Eve Bunting***  
**(Civics and Government)**

**Essential Understandings:**

**Students will demonstrate an understanding Of how the media manipulates public opinion and how it helps to shape political policy. Students will be able to explain the importance of voting.**

**Learning Objectives:**

**The student will be able to show how the media sways public opinion by gaining knowledge of the Vietnam War and the policies behind the war. After reading the book “The Wall” students will make inferences based on the books illustrations. Students will discuss some of the symbolism that is used in the book and how it reflects on individuals lives. Students will talk about how the media was Involved in the war and what part they played. Students will talk about perceptions and how they change with circumstances and age.**

**EFF Learning Tools:**

**Learn Through Research, Read with Understanding, Convey ideas in Writing, Reflect and Evaluate**

**Learning Activities:**

**Students will write a research paper using, the internet, and interviews with veterans, and books to describe the role the media played during Vietnam. Students will read the book “The Wall” and will discuss what impression the book had on them as the read it. They will also discuss the symbolism and how this reflects on individual lives. Students will put together a book of their interviews with individual veterans of the Vietnam War.**

**Tools and Resources:**

**Internet, books, interviews, videos**

**Assessment Prior:**

**Have student write down what role they believe the media plays in shaping our opinions. Ask Students to think about and write a journal entry about a book that touched and influenced their lives.**

<b>Ongoing:</b>	<b>Ask students who interviewed the veterans if they would be willing to come and speak to the class about their experiences and have someone dialogue and/or film what takes place.</b>
<b>Closure:</b>	<b>Have students share with the public what they found out during their activities with the veterans. Show the film they make and have students read their essays.</b>
<b>Follow up</b>	<b>Share with students a brief biography of the artist Maya Lin.</b>
<b>Activities:</b>	<b>Take a field trip to the nearest veteran hospital and have the students share with the veterans a card or a letter they have written for Memorial Day or Veterans Day.</b>

**Resources:**

**The original curriculum contained materials that are copyright protected and could not be reproduced. See the resource listing at the beginning of this curriculum for additional materials to support the learning activities in this unit.**

**Date: 12/6/04**

**Name: Ellsworth Adult Education**

**NRS Level: Level 5/6**

**Maine Learning Results: A2, A3, B3, C1**

**Theme or Topic:**

**Fiscal Responsibility (Economics)**

**Lesson Plan Title:**

**Making Good Fiscal Decisions**

**Essential Outcomes:**

**Students will learn how to become fiscally responsible consumers. Students will also learn how about communism and capitalism. Student will gain a better understanding of how our government regulates our economy.**

**Learning Objectives:**

**Students will be able to show a better understanding of their own fiscal budgets. Students will be have a better grasp on the difference between capitalism and communism. Students will learn about our government and how it regulates our economy.**

**EFF Tools:**

**Learn Through Research, Read with Understanding, Convey ideas in writing**

**Learning Activities:**

**Students will draw up a plan of their present budget and develop a spreadsheet for their budget. They will then predict how much they will earn in saving if they increase the interest rates and do the math for a five year, ten year and twenty five year period. Students will research the differences between capitalism and communism and develop a Venn diagram showing the differences and likenesses. Students will read about and do research into different government laws that protect the consumers. (i.e. Sherman Antitrust Act, Pure Food and Drug Administration, Fair Labor Standards Act, Hazardous Substances Labeling Act, Child Protection Act, Fair Packaging and Labeling Act, Flammable Fabrics Act and Consumer Protection Act. Students will draw up a cause and effect diagram stating what caused the agency to develop and what the agency regulates today.**

**Tools and Resources**

**Text books, Internet**

**Assessment  
Prior**

**Ask students to write down what they  
Currently have for a budget. Talk about  
Why budgeting is important and about  
The dangers of credit.**

**Ongoing:**

**Ask students to conduct interviews with  
ESL students from other countries and  
And discuss how their cultures differ  
from ours as it relates to economics. Ask  
Students to look into current events and  
See how the laws they have study pertain  
to current events.**

**Closure:**

**Ask students to share in an oral report  
what they learned from their interviews.  
Ask students to share what they learned  
About investing and budgeting their  
money.**

**Follow up:**

**Ask students to look up the current  
National Fiscal budget and determine  
How much each of us who have to pay to  
Eliminate the national debt.**

**Resources:**

The original curriculum contained materials that are copyright protected and could not be reproduced. See the resource listing at the beginning of this curriculum for additional materials to support the learning activities in this unit.

<b>Date: 9/22/04</b>	<b>Name: Ellsworth Adult Education</b>
<b>NRS Level: Level 5/6</b>	<b>Maine Learning Results: B3</b>
<b>Theme or Topic:</b>	<b>History in Geography</b>
<b>Lesson Plan Title:</b>	<b>John Marshall</b>
<b>Essential Understanding:</b>	<b>Students will understand the types and purposes of government. Students will be able to assess the difference jurisdictions and roles of local, state and federal governments.</b>
<b>Learning Objective:</b>	<b>Students will assess two cases from the John Marshall court and be able to identify key issues and describe constitutional reasoning.</b>
<b>EFF Tools:</b>	<b>Read with Understanding, Convey ideas in writing, Plan, Learn through Research.</b>
<b>Learning Activities:</b>	<b>Students will research and write about the three branches of government and powers of each branch. Discuss power of Supreme Court. Hold a “mock” trial. Watch video, “Twelve Great Men.” Have students look at two court cases chosen by the teacher during John Marshall’s time and outline the impact that he had on the US government.</b>
<b>Tools and Resources:</b>	<b>Video, two court cases.</b>
<b>Assessment:</b>	
<b>Prior</b>	<b>Discuss Supreme Court Case to determine what you know.</b>
<b>Ongoing:</b>	<b>Discuss different branches found in newspaper articles and discuss what powers the branch contains.</b>
<b>Closure:</b>	<b>Mock trial.</b>
<b>Follow up:</b>	<b>Impeachment of Andrew Johnson. Compare and contrast of today’s procedures of Richard Nixon and Bill Clinton.</b>



# The John Marshall Court

*Revised January 2004*

**Grade Span:** 9-12

**Assessment Type:** Critique Analysis: Interpretation

**Maine Learning Results:** Civics and Government B-2, History B-3

**Civics and Government B-Purposes and Types of Government-** Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

**Performance Indicator 2-** Students will be able to assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.

**History B-Historical Knowledge, Concepts, and Patterns-** Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

**Performance Indicator 3:** Students will be able to demonstrate an understanding of the lives of selected individuals who have had a major influence on history.

## **Assessment Summary:**

Students research John Marshall and read several cases or case summaries from his Supreme Court tenure. Then, students assess two cases from the John Marshall Court. They will identify the key issues in each case, describe the constitutional reasoning behind each decision, and explain how each decision set a precedent that increased the power of the federal government at the expense of state and local governments. Finally, students will describe the impact of this man on United States history and government.

## **Materials and Resources:**

Print media and Internet access for research

<http://www.ourdocuments.gov/content.php?page=document&doc=21> McCulloch v. Maryland teaching resource

<http://www.tourolaw.edu/patch/McCulloch/> Full text of McCulloch v. Maryland

<http://www.tourolaw.edu/patch/Gibbons/> Full text of Gibbons v. Ogden

<http://www.archives.gov/search/index.html> background information on these and other court cases

<http://www.archives.gov/search/index.html> provides background information on *McCulloch* and *Gibbons*.

[http://en.wikipedia.org/wiki/John\\_Marshall](http://en.wikipedia.org/wiki/John_Marshall) provides background information on all five cases, and Chief Justice John Marshall.

**Suggested Timeframe:**

**Suggestions for Prior Instruction:**

Students should know and understand the branches of Government, especially the judicial branch and the Supreme Court.

Students should know and understand:

Judicial review, legal precedent, federalism, “legislation from the bench”, checks and balances, levels of interpretation (loose & strict constructionists)

Students should practice or have prior experience in the research process.

This assessment could be embedded in a unit on significant Americans, the Marshall court, federalism, or beginnings of the United States government.

**Source of Original Assessment:**

Local Assessment Development Summer Institute 2002

## The John Marshall Court

The United States Constitution created three branches of government. While much has been written about the powers of the legislative and executive branches, less has been written about the judicial branch, especially the power of the United States Supreme Court. It was primarily through the judicial interpretations of Chief Justice John Marshall that valuable precedents were set.

As stated in *The Guide to American Law: Everyone's Legal Encyclopedia* (West Publishing Company, 1985):

“John Marshall established the power of the Supreme Court as final arbiter of the meaning of the Constitution, set a precedent for the Court’s use of Judicial Review, and in many cases increased the power of the national government at the expense of state and local government.”



### Instructions

You are a high school student who is interested in earning a college scholarship from a constitutional law foundation. This foundation is very interested in the history of the United States Supreme Court, especially during the time of Chief Justice John Marshall. In order to qualify, you will have to research John Marshall and two of the cases with which he was involved.

## Part 1. Case Analysis & Summary

Outline the facts for **TWO** of the following Supreme Court cases during the time of John Marshall. Or you may wish to use other cases pre-approved by your teacher.

In your summary, be sure to:

- Identify the parties involved in each case (who, when, where).
- Identify the key issues in each case.
- Summarize the decision in each case, being sure to include the constitutional reasoning behind each decision.
- Explain how each decision set a precedent that increased the power of the federal government at the expense of state and local governments.

*Fletcher v. Peck* (1816)

*McCulloch v. Maryland* (1819)

*Dartmouth College v.  
Woodward* (1819)

*Cohens v. Virginia* (1821)

*Gibbons v. Ogden* (1824)



## Part 2. Influence & Impact

Describe John Marshall's impact as Chief Justice of the Supreme Court. In your description, be sure to:

- Explain in detail the importance of John Marshall's service as Chief Justice of the United States in establishing a strong federal government from 1801-1835.

- Describe Marshall's influence on United States history, using supporting details from your research. Decide if his actions strengthened or weakened the nation.

*Attach a bibliography or works cited page if requested by your teacher!*

### **To Exceed the Standards:**

Assume that John Marshall had not been appointed to the Supreme Court ...

**Make and support a prediction** about United States history without Chief Justice Marshall. In other words, how might history be different in his absence? Your prediction must also include the **impact on local, state, and federal governments**.

**THE JOHN MARSHALL COURT DRAFT SCORING GUIDE**

**9-12 SOCIAL STUDIES**

	<b>1</b> attempted demonstration (does not meet standards)	<b>2</b> partial demonstration (partially meets standards)	<b>3</b> proficient demonstration (meets standards)	<b>4</b> sophisticated demonstration (exceeds standards)
<p>History B- Historical Knowledge, Concepts, and Patterns</p> <p>3. Students will be able to demonstrate an understanding of the lives of selected individuals who have had a major influence on history.</p> <p><b>Source of evidence:</b> Impact &amp; Influence, Part 2</p>	<p>Response demonstrates little or no understanding of John Marshall and his influence on our nation.</p>	<p>Response demonstrates some understanding of John Marshall and his influence on our nation. It may or may not use examples from the court cases.</p>	<p>Response adequately demonstrates an understanding of John Marshall and his influence on our nation, with the use of examples from the court cases.</p>	<p>The criteria of a 3 is met <b>and</b> the response (exceeds the standards) makes a logical, well supported prediction about the possible implications of Marshall's absence on United States history.</p>
<p>Civics and Government B- Purpose and Types of Government</p> <p>2. Students will be able to assess the different jurisdictions and roles of local, state, and federal governments in relation to an important (historical) public policy issue.</p> <p><b>Source of evidence:</b> Case Summaries, Part 1</p>	<p>Both case summaries show little or no assessment of the Supreme Court's precedent of increased federal power at the expense of state and local governments. There may be major misconceptions or errors.</p>	<p>Both case summaries partially assess the Supreme Court's precedent of increased federal power at the expense of state and local governments. Examples may be weak or have minor errors.</p> <p><b>- OR -</b> One of the two case</p>	<p>Both cases summaries adequately assess, with examples from the court decisions, the Supreme Court's precedent of increased federal power at the expense of state and local governments.</p>	<p>The criteria of a 3 is met <b>and</b> the response (exceeds the standards) makes a logical, well supported predictions about the possible implications of Marshall's absence on local, state, and federal governments.</p>

		summaries adequately assess, with examples from the court decisions, the Supreme Court's precedent of increased federal power at the expense of state and local governments.		
--	--	--	--	--

**Date 10/12/04**

**Name: Ellsworth Adult Education**

**NRS Level: Level 5/6**

**Maine Learning Result: B1**

**Theme/Topics**

**What is a Revolution?  
(Geography)**

**Lesson Plan Title:**

**Comparison of American and Russian  
Revolution**

**Essential Understandings:**

**What are the Reasons behind a  
Revolution? What are some of the  
Different outcomes of revolutions?  
How does life change after a revolution?**

**Learning Objectives:**

**Who was involved in the Revolution?  
Why did they become involved in the  
Revolution? Why are revolutions important?  
What are some of the results  
Of a revolution? What geographic locations were  
involved?**

**EFF Tools Used:**

**Read with understanding, Convey Ideas  
In writing, plan, cooperate with others,  
Take responsibility for learning.**

**Learning Activities:**

**Students will create a spreadsheet that  
Compares and contrast revolutions.  
Students will create two maps demonstrating  
geographic changes that  
Took place after the revolution. How did  
The Russian Revolution compare to the  
American Revolution?**

**Tools and Resources:**

**Computers, videos, encyclopedias, textbooks,  
documents: Magna Carta , the  
Declaration of Independence, the Constitution,  
Maps of the US before and  
After the Revolution, Maps of Russian before  
and after the Revolution.**

**Assessment:  
Prior:**

**Give a short quiz testing the knowledge  
Of the American and Russian Revolution.**

**Ongoing:**

**Students will asked to create a visual  
Spreadsheet that compares and contrast  
The American Revolution and Russian  
Revolution.**

**Closure:**

**Discuss what the students found and the  
What resources they used. Write an  
Essay from their research in their own  
Words discussing what they learned.**

**Follow up Activities:**

**Talk about Afghanistan and Iraq and  
What changes are taking place. Gather  
Newspaper and magazine articles  
Pertaining to the revolution in Iraq and  
Afghanistan.**



# So, What is Revolution?

*Revised January 2004*

**Grade Span:** 9-12

**Assessment Type:** Critique Analysis: Event Analysis

**Maine Learning Results: History A-1, History B-1, History B-2, and Geography B-1**

**History A: Chronology-** Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

**Performance Indicator 1:** Students will be able to identify and analyze major events and people that characterize each of the significant eras in the United States and world history.

**History B: Historical Knowledge, Concepts, and Patterns-**Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

**Performance Indicator 1:** Students will be able to demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877.

**Performance Indicator 2:** Students will be able to demonstrate an understanding of selected major events in ancient and modern world history, and their connection to United States history.

**Geography B: Human Interaction with Environments-**Students will understand and analyze the relationships among people and their physical environment.

**Performance Indicator 1-** Students will be able to explain factors which shape places and regions over time.

## **Assessment Summary:**

Students create a visual that compares and contrasts the American Revolution to another revolution that occurred outside of the United States. Their visual should include a variety of graphics and text that address the given criteria, including important people, events, and causes and effects.

## **Materials and Resources:**

Access to reference materials, including historical maps  
Materials to create visuals

## **Suggested Timeframe:**

-

**Suggestions for Prior Instruction:**

Students will have an understanding of enduring themes in history ("revolution")

Students will know and practice sound and efficient research skills

Students will practice constructing and (effectively) using graphic organizers with text

Knowledge of how to construct and use maps and other geographic tools

Students will know and understand the essential features of the American Revolution

Students will study various revolutions -- historical and modern -- that have/continue to occur in our world

**Source of Original Assessment:**

Local Assessment Development Institute 2002

## So, What is Revolution?

One of the most important events in world history was the American Revolution. Many other revolutions followed, some using the American Revolution as a model, and others totally independent of it. However, the enduring theme of revolution – its causes, objectives, major people and events, results and world wide effects – is one that offers you an opportunity to compare and contrast different eras in history.

### Instructions

Your task is to prepare a visual that makes connections between the American Revolution and one other revolution in the 18<sup>th</sup>, 19<sup>th</sup> or 20<sup>th</sup> Centuries. Your visual will include a variety of graphics and text that address the following:



1. Identify the most important people and events that led to each revolution. Illustrate in your visual how the people and events contributed to each revolution.
2. Show and illustrate the most important causes **and** effects for **each** revolution. Remember that there may be several types of causes and effects – social, economic, political and geographic – for each revolution.
3. Clearly show the connection(s) between the American Revolution and the one you selected. Include people, events, causes, and effects in the connections.
4. Show with maps and explain **clearly in several sentences** the geographical changes resulting from each revolution.

## To Exceed the Standards

You have made several connections between these two revolutions. Now extend this and make generalizations<sup>1</sup> about “revolution” as a concept and reoccurring event. Either in a separate space or on your visual (mark this area of your visual “generalizations on revolution”), answer the following:

- Make generalizations about the events and people that often characterize revolutions
- Make generalizations about the causes and effects of revolutions
- Make generalizations about how other revolutions, before 1776, influenced the American Revolution **or** how the American Revolution impacted other groups who have decided to revolt
- Make generalizations about the factors that lead to geographic change following a revolution

<sup>1</sup>*A generalization is a broad statement about a topic, event or person that holds true in nearly all instances or examples. For example, “Freedom is the basis of democracy”.*

## So, What is Revolution? DRAFT Scoring Guide

## Grade Span 9-12

	1 attempted demonstration (does not meet standards)	2 partial demonstration (partially meets standards)	3 proficient demonstration (meets standards)	4 sophisticated demonstration (exceeds standards)
<p>History A - Chronology 1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.</p> <p><b>Source of evidence:</b> Visual (from #1)</p>	<p>The visual misidentifies and/ or misanalyses the important people and events that characterized each revolution; there may be major omissions.</p>	<p>The visual partially identifies and analyzes (illustrates the contributions of) the important people and events that characterized each revolution; <b>or</b> the visual may omit some important people and events but there are no major errors or omissions.</p>	<p>The visual identifies and analyzes (illustrates the contributions of) the important people and events that characterized each revolution.</p>	<p>In addition to meeting the criteria of a 3, the visual / response makes accurate generalizations about the events and people that often characterize revolutions.</p>

<p>History B - Historical Knowledge, Concepts, and Patterns. 1. Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877.</p> <p><b>Source of evidence:</b> Visual (from #2)</p>	<p>The visual demonstrates little or no understanding of the causes or effects in either revolution.</p>	<p>The visual</p> <ul style="list-style-type: none"> <li>• demonstrates a partial understanding (shows and illustrates) of two causes <b>and</b> effects in <b>both</b> revolutions; or</li> <li>• demonstrates an understanding of either two causes <b>or</b> two effects for both revolutions; or</li> <li>• demonstrates an understanding of two causes <b>and</b> effects for a single revolution.</li> </ul>	<p><b>The visual clearly demonstrates an understanding (shows and illustrates) of the most important causes and effects in both revolutions.</b></p>	<p>In addition to meeting the criteria of a 3, the visual/ response makes accurate generalizations about the causes and effects of revolutions.</p>
<p>History B - Historical Knowledge, Concepts, and Patterns. 2. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.</p> <p><b>Source of evidence:</b> Visual (from #3)</p>	<p>The visual shows little or no connection between the selected revolution and the American revolution; there may be major errors, misconceptions or omissions.</p>	<p>The visual shows a partial connection(s) between the selected revolution and the American revolution; support may be weak or there may be minor errors, misconceptions or omissions.</p>	<p>The visual shows a clear, well-supported connection(s) between the selected revolution and the American revolution.</p>	<p>In addition to meeting the criteria of a 3, the visual/ response makes accurate generalizations about how other revolutions, before 1776, influenced the American Revolution <b>or</b> how the American Revolution impacted other groups who have decided to revolt.</p>

Geography B- Human Interaction with Environments 1. Explain factors which shape places and regions over time.  <b>Source of Evidence:</b> Visual (from #4)	The visual includes few accurate maps; and/ or the explanation for geographic change has major errors, misconceptions or omissions.	The visual includes some accurate before and after maps; and/ or there is a partial explanation of factors that lead to geographic change due to revolution.	The visual includes accurate before and after maps with a clear explanation of factors that lead to geographic change due to revolution.	In addition to meeting the criteria of a 3, the visual/ response makes accurate generalizations about the factors that lead to geographic change following a revolution.
--	---	--	--	--

**Date: 11/12/04**

**Name: Ellsworth Adult Education**

**NRS Level: Level 5/6**

**Maine Learning Results: A3**

**Theme/Topic**

**Civil Disobedience**

**Lesson Plan Title:**

**A Time Line of Civil Disobedience**

**Essential Understandings:  
Outcomes**

**Student will develop a better understanding of what the meaning of “civil disobedience” is and when it is Justified.**

**Learning Objectives:**

**Students will discuss the causes of the “Civil War” and how various people protested against slavery and for states’ rights.  
Student will learn how different protest Tactics lead to different conclusions.  
Students will learn about controversial Issues during different time periods.  
Students will learn about people who lead nonviolent forms of protest.  
Student will learn how effective these forms of protest were or weren’t.  
Students will discuss what changes these Protest/persuasions made as a result.**

**EFF Learning Tools:**

**Research, Planning, Read with Understanding, Convey ideas in Writing, Reflect and Evaluate**

**Learning Activities:**

**Begin by viewing one episode of the Ken Burns’ film “The Civil War”. Discuss the Issue of slavery and how it affected individual lives and the nation.  
Ask students to look up John Brown, Harriet Tubman, Thomas Jefferson and Dred Scott and make a spreadsheet Outlining each individual person’s Views and the different tactics that were Used to support their cause.**

**Divide students into different groups or Pairs. Assign each group a decade Beginning with 1860-1870 and ending**



**With 1900-2000. You should have  
Approximately 14 decades to assign.  
Ask students to conduct research the  
Controversial issues of this time period.  
Who were the people who led  
Non-violent protest or persuasions.  
What forms of protest or persuasions  
Were used to sway public opinion.  
What changes came about from these  
Protest. Students will create (2) posters  
with the information that they find.  
After all of the information is collected  
Students will give a 5 to 10 minute  
presentation on the information that  
they found.**

**Tools/Resources**

**Internet, Textbooks, videos, books,  
Song lyrics, newspapers.**

**Assessment:  
Prior :**

**Ask student write down their definition  
Of Civil Disobedience.**

**Ongoing:**

**Discussion and Essay about student  
Interpretation of what happened during  
Their assigned decade. How might they  
Handle things differently.**

**Closure:**

**Teacher and students will discuss how  
Some of the protests affects our lives  
now.  
Students will have dialogued in their  
journals what they learned from each  
Presentation.**

# Civil Disobedience

*Revised January 2004*

**Grade Span:** 9-12

**Assessment Type:** Research Project

**Maine Learning Results: Civics and Government A-3, History B-4**

**Standard A Civics and Government- Rights, Responsibilities, and Participation-**Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

**Performance Indicator: 3-**Students will be able to describe the circumstances under which civil disobedience might be justified.

**Standard B History- Historical Knowledge, Concepts and Patterns-**Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

**Performance Indicator: 4-**Students will be able to demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

## **Assessment Summary:**

Students select, research, and write a report or create a product focusing on a circumstance in United States or World History, in which civil disobedience was used to draw attention to a cause. The research project will include: background information on the circumstance, an explanation of when civil disobedience might be justified, and a demonstration of how civil disobedience is an example of an enduring theme in history.

## **Materials and Resources:**

List of enduring themes in history (provided)

Suggested list of events (civil disobedience) (provided)

Some Helpful Resources:

Dr. King's "Letter from a Birmingham Jail"

Thoreau's "Essay on Civil Disobedience"

<http://www.splc.org/>

<http://www.pbs.org/teachersource/>

<http://www.kuat.org/tv/education/highlights.shtml>

<http://eserver.org/thoreau/teaching.html>

[http://www.westendschools.org/nhs/teachers/duffy/civil\\_disobedience.htm](http://www.westendschools.org/nhs/teachers/duffy/civil_disobedience.htm)

(Website dealing with the concept of "civil disobedience")

## **Suggested Timeframe:**

**Suggestions for Prior Instruction:**

Students should be familiar with enduring themes in history (see attached)  
Students should understand of the concepts “civil disobedience” and “conflict”  
Students should know and understand several examples of “civil disobedience”  
Students should practice or have prior experience researching and analyzing reference materials  
Teacher and students may want to review the suggested list of civil disobedience together  
Teachers may want to allow this summative Research Project to be a traditional research paper, or product (parts of which may be done outside of class), or an on-demand written response using research note cards/ outline/ narrative notes in class

**Source of Original Assessment:**

Local Assessment Development Summer Institute 2002

### **Civil Disobedience**

You have studied at least one example of civil disobedience in United States or World History. Now *choose your own example of civil disobedience* to research and prepare a report, product or paper to show what you've learned.

#### **Directions:**

#### **Civil Disobedience & Enduring Themes:**

- 1a. Select one circumstance where civil disobedience was justified.
- 1b. Provide a clear and accurate description of events leading up to the civil disobedience.
- 1c. Describe the act of civil disobedience.
- 1d. Explain why civil disobedience was justified in this circumstance.
  
- 2a. Choose an enduring theme that connects to your example of civil disobedience.
- 2b. Demonstrate how your act of civil disobedience illustrates the enduring theme.

#### **To Exceed the Standards**

Compare or contrast your example of civil disobedience with another example in history. Make sure both connect to the enduring theme that you chose. Explain how both were or were not justified.

## CIVIL DISOBEDIENCE DRAFT SCORING GUIDE

## LAD 9-12 SOCIAL STUDIES

	1 attempted demonstration (does not meet standards)	2 partial demonstration (partially meets standards)	3 proficient demonstration (meets standards)	4 sophisticated demonstration (exceeds standards)
<p>Civics and Government A- Rights, Responsibilities, Participation.</p> <p>3. Describe the circumstances under which civil disobedience might be justified</p> <p><b>Source of evidence:</b> Research Report, Product or Response (#1a-d)</p>	<p>Report, product or response does not describe a circumstance under which civil disobedience was justified. There may be major errors, misconceptions or omissions.</p>	<p>Report, product or response partially describes a circumstance under which civil disobedience was justified. Details from the research may be weak or there may be minor errors or misconceptions.</p>	<p>Report, product or response clearly and accurately describes a circumstance under which civil disobedience was justified. Details from the research support the statements and ideas.</p>	<p>Report, product or response meets the criteria of a 3 <b>and</b> compares or contrasts the example of civil disobedience with another in history. Explanation includes how both were or were not just.</p>
<p>History B-Historical Knowledge, Concepts, and Patterns.</p> <p>4. Demonstrate an understanding of enduring themes in history.</p> <p><b>Source of evidence:</b> Research Report, Product or Response (#2a-b)</p>	<p>Report, product or response demonstrates little or no understanding of the enduring theme and its connection to civil disobedience. There may be major errors, misconceptions or omissions.</p>	<p>Report, product or response demonstrates a partial understanding of the enduring theme <b>and</b> its connection to civil disobedience. Supporting details may be weak or there may be minor misconceptions.</p>	<p>Report, product or response demonstrates, with supporting details, a clear understanding of the enduring theme <b>and</b> its connection to civil disobedience.</p>	<p>Report, product or response meets the criteria of a 3 <b>and</b> distinguishes another appropriate event of civil disobedience that reflects the chosen enduring theme.</p>

**Suggested list for Enduring Themes  
Supporting Civil Disobedience**

1. beneficial or harmful effects of technology
2. beneficial or harmful effects of the media
3. environmental preservation or deterioration
4. new or traditional gender roles
5. new or traditional social institutions (family, religion, education)
6. cultural diversity or cultural unity
7. religious diversity or religious unity
8. governmental involvement or non-involvement in the economy
9. governance by a few or by many
10. limitation or expansion of democracy and democratic rights
11. local, state, national, or international power and authority
12. legislative, executive, or judicial power and authority
13. violent or non-violent methods of solving complex problems
14. equal or unequal distribution of wealth

Adapted from: *Translations of the Enduring Issues in Social Studies 1996*, John Newlin, Michael Carter, Glenn Cummings

### **Suggested list for Events, Groups & People Supporting Civil Disobedience**

1968 Olympics  
Abbot "Abbie" Hoffman  
Archbishop Oscar Romero  
Bobby Sands  
Cassius Clay (Muhammad Ali)  
Cesar Estrada Chavez  
Che Guevara  
Chicago 7  
Corazon "Cory" Aquino  
CORE/ Freedom Riders  
Daniel Berrigan  
Daw Aung San Suu Kyi  
Dr. Kevorkian  
Elijah Parish Lovejoy  
Emma Goldman  
Emmeline Pankhurst  
Frederick Douglass  
Gandhi  
Green Peace  
Harriet Tubman  
John Ball (Peasant Revolt, 1381)  
Julia Butterfly

Maine Teachers who would not to be fingerprinted  
Martin Luther  
Martin Luther King, Jr.  
Mary Harris "Mother" Jones  
NAACP (National Association for the Advancement of Colored People)  
Nelson Mandela  
Oskar Schindler  
Rosa Parks  
Sacco- Vanzetti Case Protests  
Sam Adams  
SCLC (Southern Christian Leadership Conference)  
SNCC (Southern Nonviolent Coordinating Committee)  
Sojourner Truth  
The Dali Lama  
Thomas Jefferson  
Those who refused to participate in the My Lai Massacre  
William Wallace



**Resources:**

The original curriculum contained materials that are copyright protected and could not be reproduced. See the resource listing at the beginning of this curriculum for additional materials to support the learning activities in this unit.



<b>Date 10/12/04</b>	<b>Name: Ellsworth Adult Education</b>
<b>NRS Level: Level 5/6</b>	<b>Maine Learning Result: B4 , C1</b>
<b>Theme/ Topic:</b>	<b>Conflict and Cooperation</b>
<b>Lesson Plan Title:</b>	<b>African Culture and Political Dominance</b>
<b>Essential Understanding:</b>	<b>Students will gain and understanding And analyze the relationship between People and their physical environments.</b>
<b>Learning Outcomes:</b>	<b>Students demonstrate and show an understanding of how conflict and Cooperation among people contribute Division of the earth surface into Distinctive cultural and political regions.</b>
<b>EFF Tools:</b>	<b>Read with understanding, Plan, convey Ideas in writing, learn through research Use communication and technology</b>
<b>Learning Activities:</b>	<b>Students will learn how to use the Library to research some of the cultural Political differences in the continent of Africa. Students will draw maps and Graphs showing the differences between The cultures. Students will listen to and analyze Speeches from different leader throughout Africa. customs.</b>
<b>Tools and Resources:</b>	<b>Internet, library, magazines. Newspaper, historical novels, speakers</b>
<b>Assessment Prior:</b>	<b>Map of Africa and local countries Brainstorm cultural events and holidays</b>
<b>Ongoing:</b>	<b>Research current issues and ovents and how maps have changed in region formation.</b>
<b>Closure:</b>	<b>Students will have a Culture Day: eating, dressing, dancing, music, art, literature and holidays</b>
<b>Follow up Lessons:</b>	<b>Discussion about current issues in Africa. Listening to poetry read by Maya Angelou or other Africans.</b>

# Conflict and Cooperation

## Assessment Notes

Revised 10/14/03

**Grade Span:** 9-12

**Discipline:** Social Studies

**Maine Learning Results:** Geography B-4, History C-1 History B-4

**Geography Standard B: Human Interaction With Environments**-Students will understand and analyze the relationships among people and their physical environment.

**Performance Indicator 4** Students will be able to explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

**History Standard B: Historical Knowledge, Concepts, and Patterns**-Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

**Performance Indicator 4:** Student will be able to demonstrate an understanding of enduring themes in history.

**History Standard C: Historical Inquiry, Analysis, and Interpretation-**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

**Performance Indicator 1:** Students will be able to evaluate and use historical materials to formulate historical hypotheses regarding a specific issue and to make predictions about the future of the issue.

### Assessment Summary:

Students select and research a current issue that relates to the enduring theme "conflict and cooperation". Students research and evaluate a variety of historical materials to form a hypothesis and make a prediction. The product is a summary that includes: an explanation of the issue and how it is an example of the enduring theme of conflict and cooperation, an hypothesis with reference to historical materials researched, a prediction, an explanation of how the issue has contributed to region formation.

### Materials and Resources:

Newspapers

Magazines

Internet sources

Student instructions and scoring guide

**Suggested Timeframe:**

**Suggestions for Prior Instruction:**

Students will know the difference between primary and secondary sources and when each are most appropriate as historical support for hypotheses and predictions. Students will practice using and evaluating historical materials to make historical hypotheses and predictions.

Students will practice using enduring themes in history (conflict and cooperation). Students will have prior experience with effective and efficient research skills. Teachers may wish to determine the length of the research project (or may differentiate based on student ability).

**Source of Original Assessment:**

Local Assessment summer institute 2002

## Conflict and Cooperation

In class you have discussed examples of conflict and cooperation as an enduring theme in history. Now you will select a current example to research, focusing on the essential question listed below, and summarize your findings.

### Essential Questions:

How does conflict and cooperation among people contribute to distinctive political or cultural regions? Use information from documents, artifacts, maps and other geographic tools to support your hypothesis and prediction.



### Part One: Research

1. Select a current issue from a distinct cultural or political region that is a good example of the enduring theme “conflict and cooperation”.
2. Research the issue using a variety of historical materials such as documents, artifacts, maps, and literature.

## Part Two: The Summary

3. Summarize your findings. Include the following:
  - a. Explain why the current issue you researched is a good example of the enduring theme “conflict and cooperation”.
  - b. Explain how conflict and cooperation among people has made the region you researched culturally or politically distinct.
  - c. Develop an historical hypothesis (or educated guess!) based on your evaluation of historical materials that makes a logical prediction about a future issue(s) in your region.  
(I predict.....because/ based on.....)

### To Exceed the Standards:

Within your summary, compare and contrast this region and theme with other appropriate examples. Compare and contrast possible predictions for your issue and/ or region. You may use current or historical examples to support your ideas and predictions.

**CONFLICT AND COOPERATION DRAFT SCORING GUIDE**

**SOCIAL STUDIES 9-12**

	<b>1</b> attempted demonstration (does not meet standards)	<b>2</b> partial demonstration (partially meets standards)	<b>3</b> proficient demonstration (meets standards)	<b>4</b> sophisticated demonstration (exceeds standards)
<p>Geography B Human Interaction with Environments 4. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.</p> <p><b>Source of evidence:</b> 3b. in Summary</p>	<p>Summary includes a limited or faulty explanation with few or no accurate supporting details, or there may be no connection to the theme of conflict and cooperation.</p>	<p>Summary includes a partial explanation of how conflict and cooperation, as it relates to the selected issue, has resulted in distinctive regions. Supporting details may be weak or there may be minor misconceptions.</p>	<p>Summary includes a clear explanation of how conflict and cooperation, as it relates to the selected issue, has resulted in distinctive regions.</p>	<p>Summary includes a sophisticated explanation with supporting examples of how conflict and cooperation, as it relates to the selected issue, has resulted in distinctive regions. Summary effectively compares and contrasts the selected issue with other distinctive regions using current or historical examples.</p>

<p>History B-Knowledge, concepts and patterns.</p> <p>4. Demonstrates an understanding of enduring themes in history.</p> <p><b>Source of evidence:</b> 3a. in Summary</p>	<p>Summary includes little or no explanation of why the selected issue is a good example of the enduring theme “conflict and cooperation”.</p> <p>Examples may be inappropriate or there may be major misconceptions.</p>	<p>Summary includes a partial explanation of why the selected issue is a good example of the enduring theme “conflict and cooperation”.</p> <p>Examples may be unclear or there may be minor misconceptions.</p>	<p>Summary includes a clear explanation of why the selected issue is a good example of the enduring theme “conflict and cooperation”.</p>	<p>Summary includes a sophisticated explanation of why the selected issue is a good example of the enduring theme “conflict and cooperation”.</p> <p>Summary effectively compares and contrasts the selected issue with other enduring themes using current or historical examples.</p>
<p>History C –Historical Inquiry, Analysis, and Interpretation</p> <p>Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue and to make predictions about the future of the issue.</p> <p><b>Source of evidence:</b> 3c. in Summary</p>	<p>Summary makes an inaccurate / illogical hypothesis and prediction(s) or there is little or no evidence of a hypothesis and prediction.</p>	<p>Summary makes a hypothesis and prediction(s) but support / rational is weak or not based on the obvious evaluation of historical materials.</p>	<p>Summary makes a hypothesis and prediction(s) based on a clear, logical, and obvious evaluation of historical materials.</p>	<p>Summary makes a sophisticated hypothesis and prediction(s) based on a clear, logical, and obvious evaluation of historical materials.</p> <p>Summary effectively compares and contrasts possible predictions for the issue and/ or region using current or historical examples for support.</p>